

SECTION II: TEST ADMINISTRATION

CHAPTER 10—TEST ADMINISTRATION

RESPONSIBILITY FOR ADMINISTRATION

As indicated in the *Coordinator's Manual*, principals and/or their designated MEA coordinator were responsible for the proper administration of the MEA. Manuals and certification forms were used to ensure the uniformity of administration procedures from school to school.

PROCEDURES

Principals and/or the school's designated MEA coordinator were instructed to read the *Coordinator's Manual* prior to testing and to be familiar with the instructions given in the *Test Administrator's Manual*. The *Coordinator's Manual* provided each school with checklists to help them to prepare for testing. The checklists outlined tasks for the schools to perform before, during, and after test administration. Along with these checklists, the *Coordinator's Manual* outlined the nature of the testing material being sent to each school, how to inventory the material, how to track it during administration, how to return the material once testing was complete. It also contained information about including or excluding students. The *Test Administrator's Manual* also included checklists for the administrators to prepare themselves, their classrooms, and the students for the administration of the test. The *Test Administrator's Manual* contained sections that detailed the procedure to be followed for each test session, and it contained instructions on preparing the material prior to giving it to the principal/coordinator for its return to Advanced Systems.

ADMINISTRATOR TRAINING

In addition to distributing the *Coordinator's* and *Test Administrator's Manuals*, the Maine Department of Education also conducted regional workshops across the state to train and inform school personnel about the new MEA.

STATE PARTICIPATION RATES

GRADE 4

Students Excluded from Report(s):	Number of Students	Percentage of Students
students totally excluded from testing (took no session of the assessment) due to an identified disability	198	1 %
students partially excluded from testing (excluded from some but not all sessions of the assessment) due to an identified disability	344	2 %
students tested, but excluded from report because they receive special education and related services for more than 60% of the school day in a composite or self-contained program (categories 24 or 25 on EF-S-204)	131	1 %
students totally excluded from testing because of LEP, Title 1 decision or other approved reason	50	0 %
students partially excluded from testing because of LEP, Title 1 decision or other approved reason	7	0 %
others totally excluded from testing	249	1 %
others partially excluded from testing	135	1 %
Students with Identified Disability Completing All Subjects without Accommodations	504	3 %
Students with Identified Disability Completing All Subjects with Accommodations	1077	6 %

GRADE 8

Students Excluded from Report(s):	Number of Students	Percentage of Students
students totally excluded from testing (took no session of the assessment) due to an identified disability	115	1
students partially excluded from testing (excluded from some but not all sessions of the assessment) due to an identified disability	102	1
students tested, but excluded from report because they receive special education and related services for more than 60% of the school day in a composite or self-contained program (categories 24 or 25 on EF-S-204)	204	1
students totally excluded from testing because of LEP, Title 1 decision or other approved reason	56	0
students partially excluded from testing because of LEP, Title 1 decision or other approved reason	23	0
others totally excluded from testing	379	2
others partially excluded from testing	173	1
Students with Identified Disability Completing All Subjects without Accommodations	664	4
Students with Identified Disability Completing All Subjects with Accommodations	899	5

GRADE 11

Students Excluded from Report(s):	Number of Students	Percentage of Students
students totally excluded from testing (took no session of the assessment) due to an identified disability	154	1 %
students partially excluded from testing (excluded from some but not all sessions of the assessment) due to an identified disability	41	0 %
students tested, but excluded from report because they receive special education and related services for more than 60% of the school day in a composite or self-contained program (categories 24 or 25 on EF-S-204)	60	0 %
students totally excluded from testing because of LEP, Title 1 decision or other approved reason	60	0 %
students partially excluded from testing because of LEP, Title 1 decision or other approved reason	14	0 %
others totally excluded from testing	310	2 %
others partially excluded from testing	293	2 %
Students with Identified Disability Completing All Subjects without Accommodations	417	3 %
Students with Identified Disability Completing All Subjects with Accommodations	433	3 %

PARTICIPATION REQUIREMENTS

The following categories of students were allowed to be considered for modifications:

- Students who had an identified exceptionality/disability
- Students who had been identified as limited English proficient (LEP)
- Students who were unable to work independently in any of the subjects assessed
- Students who were ill or incapacitated in some way

All students who were considered for modifications on the MEA were to have had their individual situations reviewed by a group within the school prior to the time of testing. For every student with an identified exceptionality requiring an Individual Educational Plan (IEP), schools were required to hold a Pupil Evaluation Team (PET) meeting that addressed that student's needs for modifications. Other students needing test modifications, who did not have an identified exceptionality, were required to attend a meeting that included one of the student's teachers, the building principal, related services personnel, and, whenever possible, the student's parents. If it was not possible for the parents to attend the meeting, it was required that they be notified of the committee's recommendations for modifications prior to the time of testing.

Recommended modifications were to be consistent with those modifications already being employed in the student's instructional program. Any such modifications were reflected either in the minutes of the PET meeting (for students requiring an IEP) or in a statement prepared for the cumulative folders of students not requiring IEPs. The following is the suggested statement that schools were given as a model:

The student will/will not participate in the ___th-grade Maine Educational Assessment as scheduled during the month of _____ 19___. The following test modifications will be observed: (list modifications)

EXCLUSION FROM THE ASSESSMENT

Exclusion was defined as the most extreme modification of the assessment. Since it was clear that the legislation's intent was to include as many students as possible, it was recommended that exclusion be considered only as a last resort.

On those occasions, where it was deemed necessary to exclude a student from sections of the assessment or from the assessment as a whole, it was recommended that exclusion be limited to only those sections of the MEA that were considered inappropriate for that particular student. Exclusion was to be selected only after the various types of modifications available had been fully explored, and it was felt that the assessment would not yield a valid indication of how a student functioned in a given content area. For example, even students who were reading two years below grade level were advised to take the reading section because those scores would give a fair representation of their current level of functioning in reading. If, however, after examining all of the possible modifications, a local school decided that the assessment or sections of it would be inappropriate for a given student, that student could be excluded.

STUDENTS ENROLLED IN UNGRADED OR MULTI-AGE PROGRAMS

For the purposes of the assessment, it was recommended that students enrolled in ungraded or multi-age programs be tested with the fourth grade if they were 9 years old, with the eighth grade if they were 13, and with the eleventh grade if they were 17.

DOCUMENTATION OF MODIFICATIONS OR EXCLUSIONS

Information about the modifications given to students or the reasons for exclusion was to be provided on the front page of the student's response booklet. This information was to be coded in by staff, not students, after testing was completed. The *Test Coordinator's* and *Test Administrator's Manual* provided directions on coding in the information related to modification(s), partial exclusion, and exclusion, and every student who was totally excluded had to be accounted for in the designated section of the response booklet.

TESTING IRREGULARITIES

Since a pre-test was not done prior to administration—but integrated into the assessment by design—the expectation was that some of the items would not count. The following is a breakdown of the 1998/99 assessment irregularities:

GRADE	COMMON ITEMS	MATRIX ITEMS	TOTAL NUMBER OF IRREGULAR ITEMS
4	1	9	10
8	1	8	9
11	1	7	8

The charts on the following pages outline the irregular items on the test that were **not** counted in reporting.

IRREGULARITY REPORT GRADE 4

FORM	CONTENT	SESSION	Q- #	TYPE	Q-TYPE	IRF #	DESCRIPTION OF ERROR
7	Math	1B	19	Matrix	MC	40408	The second number sentence should have a plus sign not a multiplication sign.
11	SS	4A	20	Matrix	SA	32517	Bullets should have letters X, Y, Z in front of them.
ALL	SS	4B	31	Common	SA	42821	Graphic problems
13	SS	3B	12	Matrix	MC	38578	Key to map incorrect
3 & 4	SS	4A	18	Matrix	MC	39407	Form 3 is incorrect
11 & 12	SS	4A	19	Matrix	MC	41222	Multiple answers
11 & 12	SS	4A	18	Matrix	MC	41221	Multiple answers
10	SS	4A	20	Matrix	SA	41235	Multiple answers
8	SS	4A	19	Matrix	MC	38802	Graphic and stem do not go together.
9	SS	4A	20	Matrix	SA	39374	Multiple answers

GRADE 8 IRREGULARITIES

FORM	CONTENT	SESSION	Q- #	TYPE	Q-TYPE	IRF#	DESCRIPTION OF ERROR
4	SS	2B	31	Matrix	MC	36640	Boundary identifying North & Central America is missing.
8	Health	3A	8	Matrix	MC	40788	Options do not belong to this question.
9	Math	1C	30	Matrix	MC	39655	No answer
ALL	ELA	2B	37	Common	MC	36029	Edmond Snow should be Edward Snow.
12	Math	1A	6	Matrix	MC	39540	No answer
2	SS	2C	35	Matrix	CR	36921	Graphic error
5	SS	2B	18	Matrix	MC	36633	Poor photo
1	SS	2B	18	Matrix	MC	36795	Poor graphic
6	Math	1C	32	Matrix	MC	39615	Poor graphic

GRADE 11 IRREGULARITIES

FORM	CONTENT	SESSION	Q- #	TYPE	Q-TYPE	IRF #	DESCRIPTION OF ERROR
ALL	SS	2B	19	Common	SA	43422	There is not enough space in answer booklets to answer question.
3/6	SS	2A	9	Matrix	SA	38035	There is not enough space in answer booklets to answer question.
4	Math	1A	6	Matrix	MC	41861	The “y” line is on 2 and the question states that $y=3$.
8	Math	1B	18	Matrix	MC	42062	Symbol in option A should be “less than or equal to”.
11	Math	1A	6	Matrix	MC	42067	Equation line is missing.
15	SS	2A	9	Matrix	SA	32191	There is not enough space in answer booklets to answer question.
16	Math	1B	22	Matrix	CR	43413	The second sentence in part B has height increasing and decreasing. It should be base increase and height decrease.
5	SS	2A	7	Matrix	MC	31808	Flawed

